



SPP Community Meeting – Teacher Training and Coaching
December 6, 2014, 2:00pm – 4:30pm

Key objectives

- Brainstorm teacher training opportunities
- Incorporate teacher voice and feedback into the program

Question 1: How can teachers help to choose what training and coaching happens?

Question 2: How can teachers track and advocate for their own training and coaching?

	Group 1	Group 2	Group 3	Group 4	Group 5
Question 1:	<p>Teachers:</p> <ol style="list-style-type: none">1. Must know what is expected of them as teachers.2. Must understand what the expected child outcomes are that they (teachers) are expected to meet.3. Need to have a way to assess themselves to determine their level of knowledge; assessment process/professional evaluation.	<ul style="list-style-type: none">• How can teachers help to choose what training and coaching happens?...This assumes that there is already a model.• Have a professional development advisor that helps develop individual professional plan e.g., Staff/teacher plan might focus on what the exact need that the teacher has...for example a teacher might	<ul style="list-style-type: none">• Variety of methods to inform the trainings offered.• Based on Curriculum Model guiding the training offered.• Variety of choice/Level i.e., begin, middle, intermediate.• Coaching should inform training development (anecdotal, not just data).• Teachers inform coaches of their needs (partnership).• Affordable and accessible Training (culturally and	<ul style="list-style-type: none">• Can there be a universal coordination, development and monitoring of teacher training, ex.: one location, entity sets topics schedule for Professional Development.• Provide with menu of courses, which ones are STARS credits, BA oriented, etc.• High Scope – training integrated into workweek – rely on substitute to cover class for training.	<ul style="list-style-type: none">• Aligning the different training requirements (DEL, City, SPP, State and Federal...)• System prioritize teacher-centered training and education. Teachers make decisions about what kind of content.• Recognition and incorporation of current teacher certification.• Different modalities and schedule e.g., evening,

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	<p>4. Need to be actively involved in deciding what training is offered. Having a committee/work group that facilitates this process.</p> <p>5. Can participate in focus groups designed to provide professional development direction.</p>	<p>need help with teaching math.</p> <ul style="list-style-type: none">• Teacher-centered...built around teacher skills gaps, identified professional needs.• Link to degree pathway/PD plan.• Out of Registry, keeping track of what classes, etc...is necessary to stay on track/pathway. E.g., Illinois• Teacher be able to identify skills that they need support in...e.g., behavior management, support in xyz...• Use the Director or staff within or with staff to develop an education pathway.<ul style="list-style-type: none">○ SERF Seattle Early Reading First was a great example of an effective program that supports the teacher, model (coach) and hands on experience.• These are not the most important questions that we should be discussing for teachers training and coaching: What do teacher	<p>linguistically relevant).</p> <ul style="list-style-type: none">• Offering variety of languages and supporting home language and English acquisition.	<ul style="list-style-type: none">• Head Start – 4 day program• Each Teacher have a PD plan that identifies/articulates their specific objectives for growth, including goals and activities which their coach supports them to find appropriate trainings and then implementing the strategies in their classrooms.• Have organized meetings with teachers of SPP throughout year to reflect, collaborate.• PSS step up to addressing need for substitutes so teachers can attend training.• Survey all preschool teachers who will be teaching SPP. programs – private and public.• Seek resources from Child Care Resources and PS Educ. Services, Seattle Schools.• Utilize resources that have already been developed.	<p>weekends, online, languages....</p> <ul style="list-style-type: none">• Pathway for teachers to communicate their needs (training content and topics, etc.)• Building the capacity of trainers in the area – so it’s easy for teachers and the system to find trainers for specific content that meet the needed requirements.• Center: educational leadership training for content area.
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		<ul style="list-style-type: none">need, e.g.• Keeping the onsite coach separate from the Supervisor role...<ul style="list-style-type: none">○ Teacher should not be penalized with gaps or identified areas of growth.• Is there an inclusive system – to choose P.D. coaches from multiple training and approved organization.• Reinforce linking coaching 2 Edu. As well as training.• Teachers use child data, classroom assessments, observation tools, self-reflection tools, and passions to develop professional plan.<ul style="list-style-type: none">○ Using parent feedback.○ Professional curiosity – what do they want to learn more about.• Teaching communities – e.g., New Zealand teacher research project. Learning community based coming together.• Individualized Professional Dev. Plans.• Look to Wisconsin’s P1-34 and PDPs.			
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Question 2:	<ul style="list-style-type: none">• MERIT be expanded to track local training.• Tracking of the quality of the trainings given.• Do not force teachers to attend the same training multiple times.• Balance of optional and mandatory trainings.• Teachers should be able to participate in the planning of training options.• Follow-up communication to validate the effectiveness of the previous training.• Trainings are evaluated via a focus group with a lens of how it met four elements of the Frame. Focus groups should have a variety of participants. May only be able to happen once/year due to cost.	<p>How can teachers track and advocate for their own training and coaching?</p> <ul style="list-style-type: none">• Simple statewide approach to a professional dev. Registry that tracks teacher’s education and training.• Increasing the effectiveness of MERIT. – Beyond merit approved training incorporate onsite training/PD coaching.• Have MERIT become more user friendly and tracks information better..• Funding to support additional training and education beyond \$150.00 reimbursement by DEL.• Incentives and Rewards when:<ul style="list-style-type: none">○ Meet the goal of IDP.○ WA Early Achievers with continued Edu. Funding.○ Achieving certain milestones. E.g., 5% raise when XYZ. Attending	<ul style="list-style-type: none">• What does advocating for own training mean? (change requirements, fulfill).• Please use MERIT for tracking.• Continued computer skills training (for tracking and assessment).• Create a group of teachers who have decision-making influences on what training is developed and offered (content, location, and times offered).• How best to integrate Family Child Care Providers into the system?	<ul style="list-style-type: none">• Get an Individualized Plan (from reflection of teacher with their coach) utilizing resources that are already in place.• System merit for professional record – STARS.• Important to have a first year teacher to have a mentor.• If not a new teacher: set goals/objectives – set plans and what outcomes reaching for.• Have incentives to retain and motivate teachers.<ul style="list-style-type: none">○ Mentor, career ladder, professional development.○ Create, informing, providing PD themselves as teachers.• Have a voice – within structure to say this is what we need back to policy makers.• Advisory group or committee group of the SPP teachers for dialogue with Office of Early Learning.	<ul style="list-style-type: none">• MERIT – we already have it, just use it. It will be confusing to have 2 systems.• Educators need to know how to organize professional development in MERIT. (organize special event on MERIT).• Build teachers capacity to reflect on their work, and make decisions, and feel comfortable asking for training and assistance.• Balance required trainings and teachers’ choice of trainings – e.g., having required trainings plus selectives.• # of hours of required training – be aware of it! (relate to G5 Q1, comments on alignment of required trainings).• Teachers need to be aware of the core competency to effectively give feedback about what levels they’re at

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		<p>training e.g, H.S. bonus.</p> <ul style="list-style-type: none">• Staff being able to select coaches not the State/City scribing a coach.• With accountability that is ongoing. With continued funding.• A balance with accountability and individualization. (Gives honesty, relationship, trust and meeting the needs of the teacher.)• Build on what exists...<ul style="list-style-type: none">○ Create partnerships with current systems.○ Have alignment to reduce confusion about different requirements/systems.○ Common language across system and requirements. E.g., using same terminology.			<p>and what’s the next level of training they need (think about the Q at the end of the evaluation from that asks teacher to indicate what training and what level they want).</p>
Bike rack	<ul style="list-style-type: none">• Is the intent to create an insular training system, with all training/coaching provided by a single organization, or do you hope to partner with resources from a variety of organizations or methodologies?• In the future, please facilitate groups so that less dominant voices are heard, and race equity lens is honored.• How are you defining “Training”???• Support working with children special needs – Inclusion. Let’s remember the above (needs).• Reflection? How is that the same or different from evaluation• What best practices in Inclusion are being considered? What are best practices in leadership, staffing, budgeting, etc for site-based inclusion systems/practices. TA or consulting for Center Directors to support inclusion?				

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	<ul style="list-style-type: none">• Will consulting and technical support be provided to leaders to support, organize and facilitate training, coverage for training, their own competence in training areas, budgeting for PD time = requirements.• Is Seattle Preschool coordinating with the Seattle Teacher Residency about the latest thinking about teacher preparation?
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